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Item	State		County	Community		Family
	The State Home Management Specialist	The State Supervisor of Home Economics and the Teacher Trainer in Institutions	The County Home Demonstration Agent	The Local Leader	The Home Economics Teacher	The Family
Source of information	National outlook reports and chart books	National and State outlook reports and chart books	National, State, and County outlook reports and chart books	National, State, and County outlook reports, and charts applicable to the county and community	National, State, and County outlook reports, and charts applicable to the county and community	National, State, and County outlook reports, and charts applicable to the county and community
Plans for use of outlook information prior to outlook meetings	What is my responsibility, during the year and prior to outlook in Washington, for making plans for use of outlook in the State?	What is my responsibility, prior to scheduled outlook meetings in the State, for making plans for use of outlook with teachers?	What is my responsibility, prior to scheduled outlook meetings in the County, for making plans for use of outlook in the County?	What is my responsibility, prior to scheduled outlook meetings, for making plans for use of outlook in the community?	What is my responsibility, prior to scheduled outlook meetings, for making plans for use of outlook in the community?	
Preparation and study of reports on outlook information	What reports shall I make regarding the outlook and its implications, and what materials can I make available to: a. State and district agents b. Home economics and agri. specialists c. Teaching and research staffs	What reports shall I make regarding the outlook and its implications, and what materials can I make available to: a. Student teachers b. Teachers in small towns, villages, consolidated schools, and urban centers				
	What is my responsibility in the preparation for the State of: a. A joint agricultural and farm family living report, or b. A farm family living report		What is my responsibility in the preparation for the County of: a. A joint agricultural and farm family living report, or b. A farm family living report	What sections of the State and County reports are of special significance to our community?	What sections of the State and County reports are of special significance to our community?	What sections of the State and County reports are of special significance to our family and to other families in our community?
	Whom should I interview in preparation of the report? a. Agricultural and home economics specialists b. Teaching and research staffs c. Representatives from any agency having or using outlook information		Whom should I interview in preparation of the report? a. State specialists b. County agents c. Representatives from any agency having or using outlook information	Whom should I consult to help me reach a decision as to significant sections? a. County agents b. Agricultural, home economics, and other teachers c. Representatives from any agency having or using outlook information d. Storekeepers e. Family members	Whom should I consult to help me reach a decision as to significant sections? a. County agents b. Agricultural and other teachers c. Representatives from any agency having or using outlook information d. Storekeepers e. Local Extension leaders f. School administrators	Discussion questions for our use are in the accompanying circular, "Discussion questions on adjusting farm family living in 1941"
	Who should help me assemble the report? a. Agricultural and home economics specialists b. Extension editor	What is my responsibility in helping teachers in school districts that serve rural people to participate in assembling the county report?	Who should help me to assemble the report? a. County agents b. 4-H Club leader c. Home economics teachers d. Farm Security workers e. Health nurses f. Representatives from any agency having or using outlook information g. Farm families		What information can I give the home demonstration agent to incorporate in the County report?	
Methods for presenting and using outlook information	How can I assist county extension agents to help farm families to analyze their present resources and improve their situation in light of outlook information?	How can I assist teachers to help farm families to analyze their present resources and improve their situation in light of outlook information?	How can I assist farm families to analyze their present resources and improve their situation in light of outlook information?	How can I assist farm families to analyze their present resources and improve their situation in light of outlook information?	How can I assist farm families to analyze their present resources and improve their situation in light of outlook information?	How can we analyze our present resources and improve our situation in light of outlook information?
Meetings	a. At what meetings that are already scheduled in the State can outlook information be used? What outlook meetings shall I hold?	a. At what teachers' meetings already scheduled in the State can outlook information be considered?	a. At what meetings that are already scheduled in the County can I use the outlook information? 1. Land use and defense planning 2. Home demonstration club meetings 3. Young people's groups	a. At what meetings that are already scheduled in the community can I help others with outlook? 1. Land use and defense planning 2. Young people's groups 3. P.T.A. meetings	a. What meetings in which outlook materials are to be discussed should I attend? In which should I participate?	a. What meetings that are already scheduled in the community should we attend?
Discussions	b. Who should help me prepare discussion questions? How shall I help county extension agents prepare charts?	b. Shall special meetings be planned to present this information and consider its implications?	b. What outlook meetings shall I hold? Who should help me prepare discussion questions? What charts should I use?	b. What outlook meetings shall I hold? Who should help me select discussion questions? What charts should I use?	b. To what teacher groups in the school could outlook information be presented?	
News stories and circular letters	c. What news stories and circular letters should I prepare?	c. Shall I prepare additional teaching materials or recommend materials available from the Extension Service?	c. What circular letters and news stories should I prepare?	c. What information in circular letters and news stories will help farm families in the community?	c. What information in circular letters and news stories will help farm families in the community?	b. What information in circular letters and news stories will help us?
Radio	d. Should I prepare or give radio talks?		d. Should I give radio talks?	d. What outlook information heard over the radio is significant to local farm families?	d. What outlook information heard over the radio is significant to local farm families?	c. What radio programs that give economic or outlook information can help us?
Farm and home demonstrations	e. Should I encourage the use of the farm and home demonstration to help farm families to analyze their present resources and improve their situation?		e. Can I use farm and home demonstrations that show accomplishment through planning based on outlook information? Should I develop new demonstrations?	e. Does my family use economic information in planning? Do we make best use of our resources? What other homes in the community are good result demonstrations?	e. How may I use economic information in planning my own living? Do I make best use of my resources? Do I know families making good use of economic information?	d. Which farm and home demonstrations that show accomplishment through planning should we visit?
Leaders	f. What information or teaching help can I give for training leaders?	d. How much emphasis should be given in home economics education and other courses to the use of this material?	f. Should I train leaders? What information and teaching help can I give them?	f. How can I best assist farm families to use outlook information?	f. How can I help students (high school and adult) to recognize the importance of using outlook materials? Should I organize special units or classes?	e. From which local leaders who have had training in the use of outlook information can we get assistance?
Application of outlook information during the year	How can I use outlook information in program planning, and as a basis for extension teaching?	How can I use outlook information in program planning for home economics education?	How can I use outlook information in program planning, and as a basis for extension teaching?	How can I use outlook information in the community and land use program planning?	How can I use outlook information as a basis for planning community and school programs?	How can we use outlook information in making our farm and home plans for the coming year, and as the basis for improving our situation?
	Have I allotted sufficient time for preparing and teaching outlook?	Have I allotted sufficient time for working with teachers on the use of outlook?	Have I allotted sufficient time for preparing and teaching outlook?	Have I allotted sufficient time for preparing and teaching outlook?	Have I allotted sufficient time for using outlook?	How can we allot sufficient time for family financial planning?

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